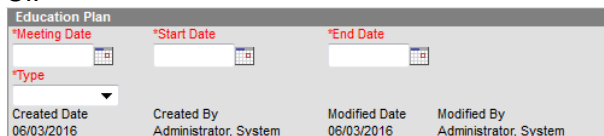# KY Document Workflow/Validations- KY IEP

KY IEP

(Student Information>Special Ed>Student>Documents>New Document>Create New Plan>KY IEP)

Education Plan

UI:

Print:

| Student Name: Marcas Henry Lucas I | | | KY IEP, Page 1 |
| DOB: 05/21/1998 | | | Date of ARC: 06/03/2016 |

Plan Information			
Meeting Date: 06/03/2016	Start Date: 06/03/2016	End Date: 06/02/2017	
Special Ed Status:		Special Ed Setting:	
Primary Disability:			

1. ***Meeting Date** > This is a red required calendar date field in MM/DD/YYYY format. The document will sort by this date in the corresponding calendar folder on the documents tab. If user attempts to save without completing this field, a warning message populates that reads: 'Meeting Date is required'

2. ***Start Date** > This is a red required calendar date field in MM/DD/YYYY format. This auto populates as the same date as 'Meeting Date' and it is editable. If user   attempts to save without completing this field, a warning message populates that reads: 'Start Date is required'

3. ***End Date** > This is a red required calendar date field in MM/DD/YYYY format. This auto populates one year minus one day from the 'Start Date' and it is editable. If user   attempts to save without completing this field, a warning message populates that reads: 'EndDate is required'

4. ***Type** > This is a red required single-select drop-list with values: 'Initial', 'Annual' & 'Transferred'. If user attempts to save without completing this field, a warning message populates that reads: 'Type is required'

Student Demographics

UI:

Student Demographics

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.

[Refresh Student Information]

Last Name	First Name	Middle Name	Suffix
Lucas	Marcas	Henry	I

Race, Ethnicity	Gender	Birthdate
6 : White	M	05/21/1998

Student Address
123 Minnesota St #10 Kentucky, KY 12345

School Name	School Phone	Student Number	Grade
Knox Central High School	(555)230-5933	1942814813	11

Print:

Student Name: Marcas Henry Lucas I

KY IEP, Page 1

DOB: 05/21/1998

Date of ARC: 06/03/2016

Student Information		
Student Name: Marcas Henry Lucas I	**DOB:** 05/21/1998	**Student Number:** 1942814813
Address: 123 Minnesota St #10 Kentucky, KY 12345	**District of Residence:**	
School of Attendance: Knox Central High School	**Grade:** 11 **Gender:** M	**Race (Ethnicity Code):** White

1. **Refresh Student Information** >All fields should populate read-only and the information is pulled from Census.

Enrollment Status

UI:

Enrollment Status

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.

[Get Disability from Evaluation]

The editable values will change the values in the IEP and it will update the special ed status values in any enrollments that intersect the dates of the plan. The update of the enrollment will only occur when the plan is marked locked.

State ID
1942814813

Date of Eligibility Determination
06/02/2016

Primary Disability
11: Deaf-Blindness

*Special Ed Status
[▼]

*Special Ed Setting
(Student's age as of upcoming Dec. 1)
[▼]

Resident District
015: Ballard County

Print:

Plan Information			
Meeting Date: 06/03/2016	**Start Date:** 06/03/2016	**End Date:** 06/02/2017	
Special Ed Status:		**Special Ed Setting:**	
Primary Disability: Deaf-Blindness			

1. **Get Disability from Evaluation** > This button will trigger the '**State ID**', '**Resident District**, '**Date of Eligibility Determination** and '**Primary Disability**' to populate.

2. **State ID**> This is a read-only field that populates from Census>People>Person Identifiers>Student State ID.

3. **Date of Eligibility Determination**> This is a read-only field that populates from the most recent locked KY Evaluation/Eligibility Determination>Eligibility Determination>Date of Eligibility Determination or KY Evaluation>Eligibility Determination>Date of Eligibility Determination or Conference Summary (2014 or earlier)> Eligibility/Continued Eligibility> Date of Eligibility Determination. If no Evaluation exists, this field will be null.

4. **Primary Disability**> This is a read-only field that populates from the most recent locked KY Evaluation/Eligibility Determination>Eligibility Determination>Primary Disability or KY Evaluation>Eligibility Determination>Primary Disability or Conference Summary (2014 or earlier)> Eligibility/Continued Eligibility>Primary Disability. If no Evaluation exists, this field will be null.

5. ***Special Ed Status** > This is a red required single-select drop-list with the values: 'A: Active', 'AR: Active/Referred', 'ER: Eligible-Parents refused', 'I: Inactive', 'N: Not Eligible', 'PR: Pre-Referral', 'Z: Referred'. If user attempts to save without completing this field, a warning message populates that reads: 'Special Ed Setting is required'

6. ***Special Ed Setting** > This is a red required single-select drop-list that populates values according to the student's age as of December 1 of the current calendar year. Values:

   6A: (age 6-21) >80% of day in general ed programs
   6B: (age 6-21) 40% - 80% of day in general ed programs
   6C: (age 6-21) <40% of the day general ed programs
   6F: (age 6-21) Residential Facility
   6H: (age 6-21) Homebound/Hospital
   6I: (age 6-21) Correctional Facilities
   6J: (age 6-21) Parentally Placed in Private Schools
   6U: (age 6-21) Separate School
   Not Applicable

   3F: (age 3-5) Residential Facility
   3P: (age 3-5) Service Provider Location
   3S: (age 3-5) Separate Class
   3U: (age 3-5) Separate School
   3X: (age 3-5) EC Home
   3A1: (age 3-5)>=10 hrs/wk & Most Spec Ed within EC Prgm
   3A2: (age 3-5)>=10 hrs/wk & Most Spec Ed outsde EC Prgm
   3B1: (age 3-5)<10 hrs/wk & Most Spec Ed within EC Prgm
   3B2: (age 3-5)<10 hrs/wk & Most Spec Ed outside EC Prgm
   Not Applicable

   If user attempts to save without completing this field, a warning message populates that reads: 'Special Ed Setting is required'

7. **Resident District:** > This is a read-only field that populates from Student Information>General>Enrollments> State Reporting Fields>Resident District

Present Levels
UI:

Present Levels

Present Levels of Academic Achievement and Functional Performance, including how the disability affects the student's involvement and progress in the general curriculum

(For preschool children include the effect on participation in appropriate activities. Beginning in the child's 8th grade year or when the child has reached the age of 14, a statement of transition needs is included.)

Communication Status:
☐ Performance commensurate with similar age peers

Academic Performance:
☐ Performance commensurate with similar age peers

Health, Vision, Hearing, Motor Abilities:
☐ Not an area of concern at this time

Social and Emotional Status:
☐ Performance commensurate with similar age peers

General Intelligence:
☐ Performance commensurate with similar age peers

Functional Vision/Learning Media Assessment:
☐ Not an area of concern at this time

Functional Hearing, Listening, & Communication Assessment:
☐ Not an area of concern at this time

Transition Needs:
☐ Not an area of concern at this time (Checking this box is not an option when the student is in the 8th Grade or 14 years or older because transition must be addressed for these students)

Check all areas of need as identified by the Admissions and Release Committee (More than one area may be checked.)
☐ Instruction
☐ Related services
☐ Community experiences
☐ Employment
☐ Daily Living Skills
☐ Post School Adult Living Objectives
☐ Functional Vocational Evaluation

Print:

Present Level of Academic Achievement and Functional Performance

Present Levels of Academic Achievement and Functional Performance, including how the disability affects the student's involvement and progress in the general curriculum:

(For preschool children include the effect on participation in appropriate activities. Beginning in the child's 8th grade year or when the child has reached the age of 14, a statement of transition needs is included.)

Communication Status
☐ Performance commensurate with similar age peers

Academic Performance
☐ Performance commensurate with similar age peers

Health, Vision, Hearing, Motor Abilities
☐ Not an area of concern at this time

Social and Emotional Status
☐ Performance commensurate with similar age peers

General Intelligence
☐ Performance commensurate with similar age peers

Functional Vision/Learning Media Assessment
☐ Not an area of concern at this time

Functional Hearing, Listening, & Communication Assessment
☐ Not an area of concern at this time

Transition Needs
☐ Not an area of concern at this time (Checking this box is not an option when the student is in the 8th Grade or 14 years or older because transition must be addressed for these students)

Check all areas of need as identified by the Admissions and Release Committee (More than one area may be checked.)

☐ Instruction	☐ Related services
☐ Community Experiences	☐ Employment
☐ Daily Living Skills	☐ Post School Adult Living Objectives
☐ Functional Vocational Evaluation	

1. **Communication Status:** > This field has a check box for indicating that the students' 'Performance commensurate with similar age peers' if this is <u>checked</u>, <u>text is not required</u> in the unlimited character text area. If this is <u>not checked, text is required.</u>

2. **Academic Performance:** > This field has a check box for indicating that the students' 'Performance commensurate with similar age peers' if this is <u>checked</u>, <u>text is not required</u> in the unlimited character text area. If this is <u>not checked, text is required.</u>

3. **Health, Vision, Hearing, Motor Abilities:** > This field has a check box for indicating that the students' 'Not an area of concern at this time' if this is <u>checked</u>, <u>text is not required</u> in the unlimited character text area. If this is <u>not checked, text is required.</u>

4. **Social and Emotional Status:** > This field has a check box for indicating that the students' 'Performance commensurate with similar age peers' if this is <u>checked</u>, <u>text is not required</u> in the unlimited character text area. If this is <u>not checked, text is required.</u>

5. **General Intelligence:** > This field has a check box for indicating that the students' 'Performance commensurate with similar age peers' if this is <u>checked</u>, <u>text is not required</u> in the unlimited character text area. If this is <u>not checked, text is required.</u>

6. **Functional Vision/Learning Media Assessment:** > This field has a check box for indicating that the students' 'Not an area of concern at this time' if this is <u>checked</u>, <u>text is not required</u> in the unlimited character text area. If this is <u>not checked, text is required.</u>

7. **Functional Hearing, Listening, & Communication Assessment:** > This field has a check box for indicating that the students' 'Not an area of concern at this time' if this is <u>checked</u>, <u>text is not required</u> in the   unlimited character text area. If this is <u>not checked, text is required.</u>

*The <u>check box or text area</u> for each of the above sections <u>must be completed</u> to lock the IEP document.

8. **Transition Needs:** > This section has multiple check boxes. All previous Print Format validations were removed. User may select multiple or no check boxes. There is also an unlimited character text area for users to document comments.
   - Not an area of concern at this time (Checking this box is not an option when the student is in the 8th Grade or 14 years or older because transition must be addressed for these students)
   - Instruction
   - Related Services
   - Community experiences
   - Employment
   - Daily Living Skills
   - Post School Adult Living Objectives
   - Functional Vocational Evaluation

Transition Services Needs (14)
UI:

What transition assessments were used to determine the student's preferences and interests?
(Check all that apply)

☐ Student Interview ☐ Student Survey
☐ Student Portfolio ☐ Vocational Assessments
☐ Interest Inventory ☐ Parent Interview
☐ Career Awareness ☐ Career Aptitude
☐ Individual Learning Plan ☐ Other(describe below):

Transition Services Needs *(Beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter.)*

Needs Related to the Course of Study - See Present Levels of Performance

Does the student's Individual Learning Plan (ILP) include the student's course of study?

☐ No. If **No**, do not proceed with development of IEP until ILP is initiated, including the child's course of study.

☐ Yes. (See student's attached course of study to include current year through graduation or exiting special education)

Do transition service needs focus on the child's course of study and are they addressed in the Present Levels?
☐ No ☐ Yes

Print:

Transition Services Needs
(Beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter)

What transition assessments were used to determine the child's preference and interests? (Check all that apply)

☒	Student Interview	☐	Student Survey
☐	Student Portfolio	☐	Vocational Assessments
☐	Interest Inventory	☐	Parent Interview
☐	Career Awareness	☐	Career Aptitude
☐	Individual Learning Plan	☐	Other:

Does the student's Individual Learning Plan (ILP) include the student's course of study?

☐ No. If **No**, do not proceed with development of IEP until ILP is initiated, including the child's course of study.

☒ Yes. (See student's attached course of study to include current year through graduation or exiting special education)

Do transition service needs focus on the child's course of study and are they addressed in the Present Levels?

☒ No ☐ Yes

1. **What transition assessments were used to determine the student's preferences and interests? (Check all that apply)**> This section has multiple check boxes. User may select all check boxes that apply to the student. If the user selects 'Other (describe below):' text is required in the unlimited character text area to save this editor.
   - Student Interview
   - Student Survey
   - Student Portfolio
   - Vocational Assessments
   - Interest Inventory
   - Parent Interview
   - Career Awareness
   - Career Aptitude
   - Individual Learning Plan
   - Other (describe below):

2. **Transition Services Needs (Beginning in the child's 8th grade year or when the child has reached the age of 14 and thereafter.)** > This is instructional text for the user.

3. **Needs Related to the Course of Study- See Present Levels of Performance** > There are two Yes/No check box questions:
   - **Does the student's Individual Learning Plan (ILP) include the student's course of study?**
     *No. If **No**, do not proceed with development of IEP until ILP is initiated, including the child's course of study

*Yes. (See student's attached course of study to include current year through graduation or exiting special education)

>This question allows user to check Yes or No not both. User must select Yes or No to save the editor. If both are left unchecked, the following warning message populates: 'Indicate if the student has a course of study'.

- **Do transition service needs focus on the child's course of study and are they addressed in the Present Levels?**
  *No
  *Yes

>This question allows user to check Yes or No not both. User must select Yes or No to save the editor. If both are left unchecked, the following warning message populates: 'Indicate if transition service needs are addressed in Present Levels'.

Transition Services (16)

UI:

Print:

Postsecondary Goal(s)		
(By age 16, or younger if appropriate, and thereafter)		
Postsecondary Goal(s) Related to Education/Training & Employment		
After high school, Marcas Lucas's goal is to test 1 to be able to test 2.		
Transition Service		Agency Responsible
test 3		test 4
Postsecondary Goal(s) Related to Independent Living		

1. **Postsecondary Goal(s), Transition Services and Agency Responsibilities List** > This lists the 'Postsecondary Goal' with the 'Transition Service' and 'Agency Responsible' as tree-list items. All saved Services will list here upon save.

2. *Postsecondary Goal > This is a red required single-select drop-list with the values: 'Education/Training & Employment' and 'Independent Living'. Upon selecting one of the two values, a new drop-list populates with the title of the value selected and the following values: 'After high school', 'After graduation' & 'Upon completion of high school'. If user attempts to save without completing this field, a warning message populates that reads: 'Postsecondary Goal is required'

3. **(Student's First and Last name auto populate) goal is to ((Postsecondary Goal)-where and how)**> This is a template that populates the students' first and last name and the type of postsecondary goal that was selected from the 'Postsecondary Goal' drop-list and an unlimited character text area.

4. **Transition Service**> This is an unlimited character text area with a template bank that has the following hard-coded values:

Community Experiences(38)
- Arrange for meeting with Office for the Blind Counselor to review community support services available and to obtain information about state and national organizations
- Assistance in obtaining a state identification card or driver's license
- Develop a realistic plan for addressing postsecondary housing needs and demonstrate the ability to secure housing (understands cost of different types of housing, housing contracts, process of relocating)
- Instruction about relevant community resources (health care facilities, bank, library, laundry-mat, postal services, church, restaurants, hair salon)
- Instruction in how to apply for residential services
- Instruction in basic insurance needs and where to purchase coverage
- Instruction in how to identify activities of choice to do with a provider
- Instruction in how to identify activities of choice to do with family members or friends
- Instruction in how to identify any supports needed to participate in activities
- Instruction in how to identify different living/housing options
- Instruction in how to identify specific community facilities to join for recreation/leisure services
- Instruction in how to identify specific recreation/leisure activities of choice and participate independently
- Instruction in how to register to vote and how to vote
- Instruction in how to register with Selective Service
- Instruction in ways to use leisure time
- Practice making and keeping own appointments
- Provide opportunities for joining local organization or club
- Provide opportunities for practice accessing services and items which have a constant location (restrooms, classrooms, school, ordering counters, ticket booths, bus stops)
- Provide opportunities for practice arranging private transportation
- Provide opportunities for practice banking, budgeting, and shopping skills
- Provide opportunities for practice getting around in the community (using driver's license/vehicle, public transportation, maps/schedules/asking for directions)
- Provide opportunities for practice in finding specified areas with his/her own school and neighborhood
- Provide opportunities for practice in using cost saving techniques (comparison shopping, sale prices, discount stores versus department stores)
- Provide opportunities for practice in using purchasing options and pay for large purchases in the community (use of credit cards, loans)
- Provide opportunities for practice in using relevant community resources (health care facilities, bank, library, laundry-mat, postal services, church, restaurants, hair salon)
- Provide opportunities for practice locating needed items in grocery store
- Provide opportunities for practice safely crossing streets including those with traffic lights
- Provide opportunities for practice selecting and ordering his/her own food in restaurants
- Provide opportunities for practice the ability to identify the locations of and get to social service agencies (employment agencies, rehabilitation services, social services, adult services)
- Provide opportunities for practice using public transportation or get a driver's license
- Provide opportunities to tour colleges and technical schools
- Teach about banking options: checking, savings, etc.
- Teach appropriate social behaviors in the community (tipping, asking for assistance, standing in line, being quiet in relevant situations)
- Teach how to respond to emergency situations in the community (missing the bus, contact with strangers, being lost)
- Teach recognition cost and pay for small purchases in the community
- Teach relevant community signs (Men, Women, Do Not Enter, Danger)
- Teach skills necessary to participate in the voting process
- Teach the dangers of accepting assistance or goods from strangers

Daily Living Skills(25)
- Develop a contact list of agencies that provide residential supports in this county
- Enrollment in childcare classes
- Enrollment in cooking class
- Enrollment in courses in foods, family life, child development, and life management
- Instruction in how and when to seek medical assistance
- Instruction in how to communicate personal information (i.e. name, address, gender, telephone number, Soc. Sec. #)
- Instruction in how to cost compare for household items (appliances, linens, etc.)
- Instruction in how to develop a personal fitness routine
- Instruction in how to dress appropriately for specific situations (i.e. weather, special events, casual, seasonal)
- Instruction in how to file taxes
- Instruction in how to identify possible assistive technology and adaptive assistance
- Instruction in how to manage daily time schedule
- Instruction in how to manage money and pay bills
- Instruction in how to operate a washer and dryer
- Instruction in how to prepare an initial housing budget (down payment, furniture, bath towels, cleansers, utilities, etc.)
- Instruction in how to sign up for utilities (gas, water, electric, telephone, cable, etc.)
- Other _____
- Provide information about a variety of adult housing options with supports
- Provide information about community agencies that provide daily living skills training to adults
- Provide opportunities for practice choosing and wear clothing appropriate in size, color, and style
- Provide opportunities for practice demonstrating advanced telephone skills (i.e. long distance, phone card, directory, directory assistance, taking messages, call waiting/forwarding, cell phone)
- Provide opportunities for practice demonstrating safety precautions (i.e. use of locks, proper use of appliances)
- Provide opportunities for practice managing personal selfcare (dressing/undressing and grooming)
- Provide opportunities for practice preparing meals
- Provide opportunities for practice purchasing clothing and caring for clothes

Employment(38)

- Arrange for completion of an application for OVR
- Arrange for meeting with supported employment agencies to identify and evaluate their services
- Arrange for meeting with adult workers in the career field of _____
- Arrange for meeting with an OVR counselor to develop an Individualized Plan for Employment
- Arrange meeting with the Office for the Blind counselor
- Assist in writing a Plan for Achieving Self-Support (PASS) and submit it to Social Security to obtain funding for starting a business
- Assistance in preparing for work towards obtaining a license to become a _____
- Conduct assessments regarding the student's desired employment and career interests for adult life beyond college and/or postsecondary vocational training
- Conduct person-centered planning
- Conduct the ASVAB (Armed Services Vocational Aptitude Battery)
- Contact the state Office for the Blind to obtain employment services
- Enrollment in a career awareness program
- Instruction about Kentucky Career Centers
- Instruction in factors which influence job retention, dismissal, and promotion
- Instruction in how to access various resources for assistance in job searching: want ads, employment agencies, on-line resources
- Instruction in how to complete a job application
- Instruction in how to locate and complete information for grants, loans, scholarships
- Instruction in how to register with Employment Services
- Instruction in how to select clothes for job interviews
- Observe job site and develop a task analysis for job activities
- Other _____
- Provide job shadowing
- Provide a community-based career exploration program
- Provide for a variety of successful community-based work experiences
- Provide for opportunity to participate in a supported employment job experience
- Provide information and/or apply for youth apprenticeship program
- Provide opportunities for practice completing job applications and interviewing skills
- Provide opportunities for practice demonstrating the necessary interpersonal skills to work with others (good listening skills, good verbal communication skills)
- Provide opportunities for practice demonstrating the skills necessary to perform successfully in a job interview
- Provide opportunities for practice explaining disability and needed accommodations
- Provide opportunities for practice in maintaining appropriate work habits when supervisor is not present
- Provide opportunities for practice in responding appropriately to verbal correction from others
- Provide opportunities to memorize Social Security number
- Provide opportunities to research through O*Net (www.online.onetcenter.org) careers, qualifications and specifications, and key words for resume development
- Provide opportunities to visit possible employment sites
- Provide opportunity to attend transition fair or career fair at school and/or in the community
- Provide opportunity to explore possible summer employment through the Summer Youth JTPA program
- Provide practice in writing resume, cover letters, and thank you notes for after interviews

Functional Vocational Evaluation(8)

- Complete application to OVR
- Complete non-verbal picture career interest inventory
- Conduct a functional vocational evaluation
- Conduct an interest/aptitude survey
- Conduct ASVAB test
- Maintain a portfolio of observable work samples
- Other _____
- Teacher and parents/guardians complete an Enderle-Severson Transition Rating Scale/other transition assessment

Instruction(45)

- Apply for and provide for taking modified ACT test
- Assist in application for a Big Brother/Big Sister to help with homework and mentoring
- Conduct a learning styles inventory to identify preferences and strength modes
- Enrollment in a Career and Technical Education (CTE) program
- Enrollment in a cooperative education course
- Enrollment in a driver's education class
- Enrollment in Adult/Continuing Education courses
- Enrollment in an adult living course
- Enrollment in an internship/apprenticeship program
- Enrollment in an SAT prep course
- Enrollment in college courses
- Enrollment in occupation specific courses
- Enrollment in parenting classes
- Instruction about community agencies that provide services and support to people with disabilities
- Instruction about employability skills and schedule a work experience
- Instruction about Section 504 of the Rehabilitation Act and Americans with Disabilities Act
- Instruction about the decision making process and practice necessary skills
- Instruction and practice in identifying vendors and organizations offering materials in accessible format
- Instruction and practice in obtaining materials in accessible formats independently (electronic text, large print)
- Instruction and practice of communication skills
- Instruction and practice of social skills
- Instruction and practice self-advocacy
- Instruction in CPR/First Aid course
- Instruction in financial management-money skills
- Instruction in the process for accessing apartments for rent
- Instruction in time management and organizational skills
- Instruction in work readiness skills
- Instruction in writing an information interview letter to the disabilities resource coordinator at a postsecondary school of interest
- Keep appraised of graduation status and follow-up if issues arise
- Other _____
- Provide access to tutoring services in school
- Provide assistance in enrolling in and taking classes through the local County Extension Program
- Provide assistance in obtaining, completing, and submitting applications for tuition assistance programs
- Provide assistance in obtaining, completing, and submitting applications to colleges of choice
- Provide information on continuing and adult education opportunities
- Provide multi-year course of study as outlined in Individual Learning Plan leading to a diploma
- Provide multi-year course of study as outlined in Individual Learning Plan leading to an alternative diploma
- Provide opportunities in extra-curricular activities
- Provide opportunities to explore admission requirements for possible part-time enrollment in a Career and Technical Education program at KCTCS
- Provide opportunities to practice negotiation skills for job raises, car purchases, etc.
- Provide opportunities to research college scholarship opportunities
- Provide opportunities to visit college campuses and meet with student support services (Disability Services Coordinator)
- Provide opportunity to tour post school occupational training programs
- Provide practice in taking a GED pre-test
- Self-Advocacy/Self-Awareness instruction

Post School Living Objectives(15)

- Conduct transition assessments regarding the student's desired residential life beyond high school and a residential postsecondary education setting
- Contact the state Office for the Blind to obtain training in independent living
- Instruction about consumer skills, rights, and responsibilities
- Instruction about managing/maintaining/performing simple repairs on a home and obtaining modifications/accommodations
- Instruction l how to apply for postsecondary educational options
- Instruction in how to apply for credit cards and manage personal debt
- Instruction in how to apply for financial assistance to access postsecondary training/learning options
- Instruction in how to apply for housing assistance (HUD)
- Instruction in how to apply for postsecondary housing
- Instruction in how to identify postsecondary housing options
- Instruction in how to join the local YMCA, YWCA, health club, or community recreation center
- Instruction in how to open a bank account and manage finances/budgets/bills
- Other _____
- Provide for completion of Individual Learning Plan
- Provide information about guardianship issues and estate planning

5. **Agency Responsible**> This is an unlimited character text area with a template bank that has the following hard-coded values:

6. **New Service**> This is a Tool Bar button that allows user to add a New Service (Postsecondary Goal)

Course of Study
UI:

Print:

Course of Study			
Proposed courses of study to assist the student in reaching the measurable postsecondary goals.			
Grade:	Grade:	Grade:	Grade:

1. **Grade**> This is a single-select drop-list with the following values: 9, 10, 11, 12, and 14.

2. **Subject(s)**> This section allows users to enter up to eight subjects for the grade indicated. These text fields have a 50 character limit.

3. **Add Grade**> This action button allows users to add up to four additional Grade/Subject sections.

Transfer of Rights
UI:

Print:

Transfer of Rights at Age of Majority	
If applicable, one year before the student reaches age 18 the student and parent have been informed of the student's rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer on reaching the age of majority.	
Date student was first informed of the transfer of rights:	06/01/2016

1. **Date student was informed of the transfer of rights** > This is a calendar date field with MM/DD/YYYY format. If user attempts to save this editor with no date entered, they receive the following warning message: 'Date informed is required for students age 16 and older. If this editor has been completed with a previously locked IEP, this date will auto populate this date but the editor will need to be saved in order to print.

Special Factors
UI:

Consideration of Special Factors for IEP Development: (The ARC MUST address each question below and consider these issues in the review and revision of the IEP.)

Does the child's behavior impede his/her learning or that of others?

☐ Yes ☐ No

If **Yes**, consider, if appropriate, strategies, including positive behavioral intervention strategies and supports to address that behavior.

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|
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Does the child have limited English proficiency?

☐ Yes ☐ No

If **Yes**, what is the relationship of language needs to the IEP?

Is the child blind or visually impaired?

☐ Yes ☐ No

If **Yes**, the IEP Team must consider:

- Is instruction in Braille needed?

  ☐ Yes ☐ No
- Is use of Braille needed?

  ☐ Yes ☐ No
- Will Braille be the student's primary mode of communication?

  ☐ Yes ☐ No

  (See evaluation data for supporting evidence.)

For Math & Science, student will need: (Please check one)

☐ Unified English Braille (UEB) only

☐ Unified English Braille (UEB) w/Nemeth Code

Does the child have communication needs?

☐ Yes ☐ No

If **Yes**, specify below:

☐ See Present Levels for Communication Status

☐ Other (Specify):

Is the child deaf or hard of hearing?

☐ Yes ☐ No

If **Yes**, the IEP Team must consider:

- The child's language and communication needs; Describe:

  ☐ See Present Levels for Communication Status and Functional Hearing, Listening and Communication Assessment

  ☐ Other (Specify):

- Opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs; Describe:

- Any necessary opportunities for direct instruction in the child's language and communication mode. Describe:

Are assistive technology devices and services necessary in order to implement the child's IEP?

☐ Yes ☐ No

If **Yes**, include appropriate devices in the Statement of Devices/Services below.

Statement of Devices/Services: If the ARC answers Yes to any of the questions above, include a statement of services and or devices to be provided to address the above special factors.

☐ See Specially Designed Instruction

☐ See Supplemental Aids and Services

☐ See Behavior Intervention Plan

☐ Other (Specify):

Print:

Consideration of Special Factors for IEP Development
(The ARC MUST address each question below and consider these issues in the review and revision of the IEP.)

Does the child's behavior impede his/her learning or that of others?

☐ Yes ☐ No

If Yes, consider, if appropriate, strategies, including positive behavioral intervention strategies and supports to address that behavior.

Does the child have limited English proficiency?

☐ Yes ☐ No

If Yes, what is the relationship of language needs to the IEP?

Is the child blind or visually impaired? ☐ Yes ☐ No If Yes, the IEP Team must consider:
• Is instruction in Braille needed? ☐ Yes ☐ No
• Is use of Braille needed? ☐ Yes ☐ No
• Will Braille be the student's primary mode of communication? ☐ Yes ☐ No

(See evaluation data for supporting evidence.)

For Math & Science, student will need: (Please check one)
☐ Unified English Braille (UEB) only
☐ Unified English Braille (UEB) w/Nemeth Code

Does the child have communication needs? ☐ Yes ☐ No If Yes, specify below:
☐ See Present Levels for Communication Status
☐ Other (Specify):

Is the child deaf or hard of hearing? ☐ Yes ☐ No If Yes, the IEP Team must consider:
• The child's language and communication needs; Describe:
☐ See Present Levels for Communication Status and Functional Hearing, Listening and Communication Assessment.
☐ Other (Specify):

• Opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs; Describe:

• Any necessary opportunities for direct instruction in the child's language and communication mode. Describe:

Are assistive technology devices and services necessary in order to implement the child's IEP?

☐ Yes ☐ No

If Yes, include appropriate devices in the 'Statement of Devices/Services' below.

Statement of Devices/Services: If the ARC answers Yes to any of the questions above, include a statement of services and/or devices to be provided to address the above special factors.
☐ See Specially Designed Instruction
☐ See Supplemental Aids and Services
☐ See Behavior Intervention Plan

1.   **Does the child's behavior impede his/her learning or that of others?** > This is a Yes or No check box. If user selects 'Yes', text must be entered in the unlimited text area prior to saving the editor or a warning message will populate that reads: 'Appropriate behavior strategies must be included.'

2.   **Does the child have limited English proficiency?** > This is a Yes or No check box. If user selects 'Yes', text must be entered in the unlimited text area prior to saving the editor or a warning message will populate that reads: 'Please record the relationship of language needs to the IEP.'

3.   **Is the child blind or visually impaired?** > This is a Yes or No check box. If user selects 'Yes', they must complete the subsequent bulleted Yes & No questions along with the Math & Science Braille check boxes prior to saving the editor or a warning message will populate that reads: 'All blind or visually impaired considerations must be addressed'

- **Is instruction in Braille needed?** > This is a Yes or No check box that must be completed if the child is blind or visually impaired. If left blank a warning message will populate that reads: ''All blind or visually impaired considerations must be addressed'

- **Is use of Braille needed?** > This is a Yes or No check box that must be completed if the child is blind or visually impaired. If left blank a warning message will populate that reads: ''All blind or visually impaired considerations must be addressed'

- **Will Braille be the student's primary mode of communication?** > This is a Yes or No check box that must be completed if the child is blind or visually impaired. If left blank a warning message will populate that reads: ''All blind or visually impaired considerations must be addressed'

- **For Math & Science, student will need: (Please check one)** > This has two types of Braille single-select check boxes. One must be checked if the child is blind or visually impaired. If left blank a warning message will populate that reads: ''All blind or visually impaired considerations must be addressed' The check boxes read:

- ➢ Unified English Braille (UEB) only
- ➢ Unified English Braille (UEB) w/Nemeth Code

4. **Does the child have communication needs?** > This is a Yes or No check box and if the child does have communication needs, the subsequent statement, 'If Yes, specify below:' must be completed. If left blank a warning message will populate that reads: 'Describe the child's communication needs.' The user has two check box options to describe the child's needs:
   - See Parent Levels for Communication Status
   - Other (Specify):

   If 'Other (Specify):' is checked, text in the unlimited text area is required and if left blank prior to save a warning message populates that reads: 'Please specify communication needs'.

5. **Is the child deaf or hard of hearing?** > This is a Yes or No check box that and if the child is deaf or hard of hearing the subsequent statement, 'The child's language and communication needs; Describe:' must be completed. If left blank a warning message will populate that reads: 'Describe the child's language and communication needs.'' The user has two check box options to describe the child's needs:
   - See Parent Levels for Communication Status and Functional Hearing, Listening and Communication Assessment
   - Other (Specify):

   If 'Other (Specify):' is checked, text in the unlimited text area is required and if left blank prior to save a warning message populates that reads: 'Describe the child's language and communication needs'.

6. **Opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs; Describe:** > This is an unlimited character text area with no validations.

7. **Any necessary opportunities for direct instruction in the child's language and communication mode. Describe:** > This is an unlimited character text area with no validations.

8. **Are assistive technology devices and services necessary in order to implement the child's IEP?**>This is a Yes or No check box and if the child does have assistive technology devices and services, the subsequent statement, 'If Yes, include appropriate devices in the Statement of Devices/Services below.' unlimited character text area must be completed. If left blank a warning message will populate that reads: 'Add appropriate device information.'

9. **Statement of Devices/Services: If the ARC answers Yes to any of the questions above, include a statement of services and or devices to be provided to address the above special factors.**> This is a statement with four check boxes and all can be checked. If 'Other (Specify):' is checked, text in the unlimited text area is required and if left blank prior to save a warning message populates that reads: 'Specify Other Statement of Devices/Services'. If 'Yes' is check for any of the other statements on the editor and the user does not check one of these four check boxes, a warning message populates that reads, 'At least one Statement of Devices/Services is required'

Goals and Objectives
UI:

Print:

1.   **Goals and Objectives**> This is a tree list editor that displays the Goal Area and Annual Goal and when there is a corresponding objective it displays that as a child in the list.

2.   **Sequence:** > This is a numerical field that allows for numbers ranging from 0 to 255. If a number greater than or character is entered, the user will receive a warning message that reads: 'Please enter a sequence number between 0 and 255.' This is to sequence the Annual Goals in the order that they will populate on the print.

3.   **Area**> This is an unlimited character text area. Information entered in this area will also display in the Goals and Objectives list.

4.   **Annual Goal**> This is an unlimited character text area. Information entered in this area will also display in the Goals and Objectives list.

5.   **Method(s) of Measurement:** >This is a multi-select field with the following values: 'Authentic Assessment', 'Curriculum Based Measures', 'Direct Measures' and 'Indirect Measures'.

6. **Specially Designed Instruction:** > This is an unlimited character text area with a template bank that has the following hard-coded values:

Academics: Basic Reading(18)
- Auditory strategies including language structure at the word, sentence, and text level
- cross check across systems (does the word make sense, sound like language, do the letters match the sounds) or ask another reader.
- decoding strategies such as identifying word families, chunking, point & slide, looking for known words inside words;
- Direct Braille code instruction
- Direct instruction in accessing alternate formats and associated technology
- Direct instruction in functions and use of portable note-taking device (i.e., BrailleNote, VoiceNote, Braille 'n Speak)
- Direct instruction on functions and use of low vision devices (assistive technology for near and distance viewing)
- Fluency strategies
- Grapho-Phonic strategies (visual/auditory) including letter/sound knowledge, phonemic awareness, decoding
- Instruction in identifying and pronouncing words and reading fluently orally including:
- Instruction in use of SAS: (name/document specific aid)
- Meaning strategies including word meanings and associations and precision in word usage
- Other:
- text management strategies such as rereading/reading ahead, deep reading, skimming/scanning;
- using content clues;
- Visual strategies including word recognition and visual memory for words
- visual word recognition strategies including environmental print;
- word analysis strategies such as prefixes, suffixes, compound words and word derivations;

Academics: Math Calculation and Reasoning(22)
- Additional independent practice until fluent responses are possible
- Direct instruction in computation and reasoning strategies, word problem strategies
- Direct instruction in functions and use of Abacus
- Direct instruction in functions and use of accessible graphing calculator software
- Direct instruction in functions and use of portable note-taking device (i.e. BrailleNote, VoiceNote, Braille 'n Speak, etc.)
- direct instruction in use of a calculator
- direct instruction of specialized vocabulary and mathematical symbols
- Direct Instruction on functions and use of low vision devices (assistive technology for near and distance viewing)
- Direct Nemeth code Braille instruction
- Explicit Instruction for use of flowcharts to plan strategies for problem solving
- Guided practice Mnemonic strategies
- Guided Practice of sub-skills explicitly related to the performance of the whole task and what the student has already learned.
- Guided practice through chunking skills
- Instruction in use of SAS: (name/document specific aid)
- Modeling
- Modeling of abstract math concepts through Concrete materials and manipulatives or computer-based models
- Most to least prompts
- Multi-sensory teaching strategies
- Other:
- Re-teaching of the initial learning of difficult skills and supervised practice to prevent misconceptions
- Time delay
- Touch five coin counting strategy

Academics: Reading Comprehension(36)
- Access information
- Applying Braille reading (or use of low vision devices for literacy tasks) in authentic contexts
- Direct Braille code instruction
- Direct instruction and support for specialized software and equipment
- Direct instruction in functions and use of portable note-taking device (e.g., BrailleNote, VoiceNote, Braille 'n Speak)
- Direct Instruction in: monitoring for meaning, determining importance, creating mental images, synthesizing, relating new to known, questioning, inferring
- Direct Instruction on functions and use of low vision devices (assistive technology for near and distance viewing)
- Explicit Instruction in how to use graphic organizers
- Explore what you want to know
- Instruction in 'Cloze' procedures
- Instruction in hand/finger skills, tactile discrimination/perception skills
- Instruction in use of SAS: (name/document specific aid)
- Instruction in verbal summarization
- Instruction using advance organizers
- Instruction using choral reading
- Instruction using echo reading
- Instruction using open-ended stories
- Instruction using paired reading
- Instruction using story mapping
- Instruction using visual imagery
- Instruction using visual prompts
- Integrated use of visual skills (e.g., scanning for information, reading charts, graphs, maps)
- KWL Strategy
- LEARN strategy
- List what you know
- Mnemonic strategies
- Modeling
- Modeling through Think aloud strategy
- Now make connections
- Other:
- Pre-teaching concepts/vocabulary
- QAR (Question, Answer, Response) strategy
- Reflect on what you're learning
- Strategy Instruction; for example,
- Tell what you Learned
- Tell what you Want to know

Academics: Written Language(16)
- Direct instruction for keyboarding skills
- Direct instruction in functions and use of magnification systems
- Direct instruction in idea development, structural patterns, sequencing, organization, standards of correctness, awareness of audience and purpose
- Direct instruction in mechanics and usage of slate/stylus
- Direct Instruction in mechanics and use of Braillewriter/Note taking device
- Direct instruction in open-response writing, writing-on-demand, transactive writing, personal writing, literary writing, reflective writing, and writing-to-learn (graphic organizers, journals, note-taking)
- Explicit instruction in graphic organizers
- Explicit Instruction in the writing process including: prewriting activities, writing, revising, editing, and publishing
- Explicit Instruction using advance organizers
- Explicit structured approach to sentence writing
- Guided Practice through Repetition
- Instruction in use of SAS: (name/document specific aid)
- Modeling Tactile kinesthetic tracing
- Other:
- Small group instruction in writing process
- Visual and physical prompts and cues

Communication: Articulation/Phonology(14)
Auditory bombardment
Auditory discrimination training
Discrete phoneme production training
Guided rehearsal
Instruction in using oral prompts
Instruction in using touch cues
Minimal pair drills
Mirror training
Modeling
Oral motor desensitization/stimulation
Oral motor exercises
Other:
Phonemic awareness training
Repetitive drill/trials

Communication: Expressive Language/Oral Language(11)
Guided rehearsal, use of scripts
Guided repetitions
Instruction in conversational skills (i.e., initiating, maintaining, ending)
Modeling
Modeling how to respond to visual prompts
Other:
Questioning techniques
Scaffolded Instruction in how to respond to cue cards
Scaffolded Instruction in how to respond to verbal prompts
Time delay strategies
Word retrieval drills: categories, attributes, functions

Communication: Fluency(7)
Instruction of relaxation strategies
Instruction on maintaining eye contact
Instruction using choral responses
Instruction using reading responses
Modeling
Other:
Starter techniques

Communication: Listening Comprehension(7)
Corrective Feedback frequent comprehension checks
Guided Practice of Listening strategies
Instruction in the use of SAS: Digital recorder
Instruction in the use of SAS: Digitized/electronic formatted materials
Instruction in the use of SAS: Highlighting key words
Instruction in the use of SAS: Listening guides
Other:

Communication: Non-Verbal(8)
Direct Instruction of American Sign Language
Explicit Instruction use of body language
Modeling of how to attend to speaker
Multiple-modality strategies
Other:
Scaffolded Instruction of Visual Cue cards
Scaffolded Instruction Visual, written, verbal, physical, picture prompts and cues
System of least prompts

Communication: Pragmatics(14)
Chaining
Guided responding
Instruction in conversational turn-taking, initiating/terminating conversation, commenting, and asking questions
Instruction in environmental prompting (i.e., personal space awareness)
Instruction in how to respond to verbal prompting
Instruction in relevant emotion/feeling words
Instruction using social scripting
Instruction using social stories
Instruction using written prompts
Modeling
Other:
Role playing
Shaping
Video self-modeling

Communication: Receptive Language(19)
Auditory bombardment of language targets
Cloze procedures
Explicit Instruction in how to draw conclusions and make generalizations
Explicit Instruction in how to make inferences and predictions
Explicitly teach elements of critical thinking
Instruction for understanding of humor and absurdities
Instruction in how to respond to verbal cues
Instruction in using verbal rehearsal
Instruction in using visualization
Instruction of core vocabulary with cue cards
Instruction of mnemonic strategies
Modeling
Other:
Pre-teach critical information
Scaffolded Instruction to use visual, written, picture prompts & cues
Simultaneous prompting
System of least prompts
Time delay
Verbal repetition

Communication: Voice(4)
Instruction in recognition of vocal abusive patterns
Instruction in self-monitoring strategies
Other:
Social skills instruction

Functional Skills: Attendance(8)
Differential reinforcement
Instruction in use of SAS: (name/document specific aid)
Multi-sensory instructional strategies
Other:
Scaffolded Instruction in how to use token economy
Scaffolded Instruction in self-monitoring strategies
Scaffolded Instruction in using verbal prompts and cues
Scaffolded Instruction in using visual prompts and cues

Functional Skills: Decision Making(15)

Additional instruction on areas of need identified on the test

assistance to help students evaluate their own performance on

Direct instruction in evaluating and choosing

Instruction in how to use self-talk

Instruction in test-taking skills - practice tests can help students learn some of the strategies effective test-takers use

Instruction in use of SAS: (name/document specific aid)

Instruction in using verbal prompts and cues

Instruction in using visual prompts and cues

Instruction using role playing

Instruction using social stories

Mnemonic strategies

Modeling of self-questioning

Other:

Practice with the testing format - use of sample questions and explanations of the scoring rubric or procedures

Review of corrected tests

Functional Skills: Following A Schedule(11)

Direct instruction in creating and following a personal schedule

Instruction in how to use picture agenda

Instruction in how to use tactual agenda

Instruction in use of SAS: (name/document specific aid)

Modeling using role playing

Other:

Scaffolded Instruction in how to respond to verbal prompts and cues

Scaffolded Instruction in reading a schedule and a site map

Scaffolded Instruction in self-monitoring strategies

Scaffolding - Graduated guidance (fading)

System of least prompts

Functional Skills: Following Directions(10)

Differential reinforcement

Direct instruction using advanced organizers

Explicit Instruction in how to use self-talk

Explicit Instruction in self- monitoring strategies

Instruction in use of SAS: (name/document specific aid)

Mnemonics strategies

Modeling through role playing

Other:

System of least prompts

Video self-modeling

Functional Skills: Organization(7)

Differential reinforcement

Direct instruction in organization systems

Instruction in use of SAS: (name/document specific aid)

Modeling through use of video self-monitoring

Other:

Scaffolded Instruction in using verbal prompts and cues

Scaffolded Instruction in using visual prompts and cues

Functional Skills: Physical Functioning(20)

Corrective feedback with re-teaching

Differential reinforcement

Direct instruction in Orientation & Mobility skills to foster safe and independent travel in familiar/unfamiliar environments

Direct instruction in specific skills

Directionality/spatial awareness concepts

Hand-under-hand vs. hand-over-hand guidance

Human guide techniques

Instruction in how to use self-instruction

Instruction in how to use self-talk

Instruction in how to use visualization

Instruction in use of SAS: (name/document specific aid)

Instruction in using verbal, visual, written, and physical prompts and cues

Instruction using social stories

Instruction using video self-modeling

Mental mapping skills

Modeling

Other:

Redirection

Self-monitoring strategies

System of least prompts

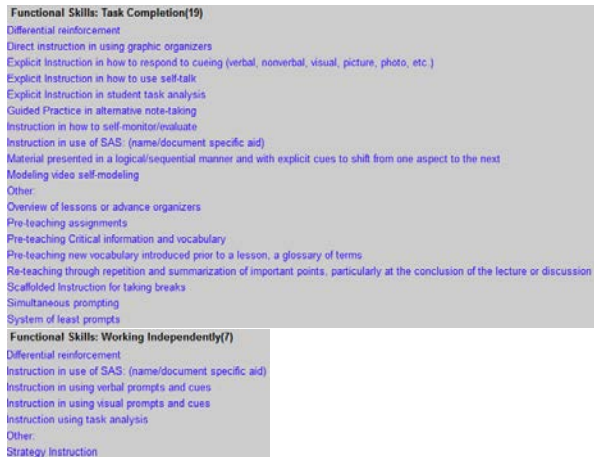**Functional Skills: Rate/Speed of Work(6)**

Differential reinforcement

Instruction in use of SAS: (name/document specific aid)

Modeling how to respond to verbal prompts and cues

Modeling using role playing

Other:

Scaffolded Instruction in self-monitoring strategies

Functional Skills: Self Evaluation(10)

Direct instruction in self-advocacy skills

Direct instruction in self-evaluation

Instruction in use of SAS: (name/document specific aid)

Instruction in using verbal prompts and cues

Instruction in using visual prompts /cues

Instruction using task analysis

Mnemonic strategies

Modeling

Other:

Self-monitoring strategies

Functional Skills: Social Competence(19)

Corrective feedback with re-teaching

De-escalation strategies

Differential reinforcement

Direct community based instruction to foster independent living skills

Direct instruction in appropriate postural/body gestures

Direct instruction in explicit social skills

Direct instruction in replacement behaviors

Direct instruction in self-advocacy skills (vision portfolio, accessing materials in appropriate format, requesting assistance from peers and adults, personal care)

Instruction in use of SAS: (name/document specific aid)

Instruction in using student study teams

Instruction in using verbal prompts and cues

Instruction in using visual prompts and cues

Instruction in using written prompts and cues

Instruction using role playing

Instruction using video self-modeling

Modeling

Other:

Planned ignoring

Relaxation strategies

Functional Skills: Task Completion(19)
Differential reinforcement
Direct instruction in using graphic organizers
Explicit instruction in how to respond to cueing (verbal, nonverbal, visual, picture, photo, etc.)
Explicit instruction in how to use self-talk
Explicit instruction in student task analysis
Guided practice in alternative note-taking
Instruction in how to self-monitor/evaluate
Instruction in use of SAS: (name/document specific aid)
Material presented in a logical/sequential manner and with explicit cues to shift from one aspect to the next
Modeling video self-modeling
Other:
Overview of lessons or advance organizers
Pre-teaching assignments
Pre-teaching Critical information and vocabulary
Pre-teaching new vocabulary introduced prior to a lesson, a glossary of terms
Re-teaching through repetition and summarization of important points, particularly at the conclusion of the lecture or discussion
Scaffolded instruction for taking breaks
Simultaneous prompting
System of least prompts

Functional Skills: Working Independently(7)
Differential reinforcement
Instruction in use of SAS: (name/document specific aid)
Instruction in using verbal prompts and cues
Instruction in using visual prompts and cues
Instruction using task analysis
Other:
Strategy Instruction

7.   **New Plan Goal**> This is a Tool Bar button that allows a user to add a new Plan Goal.

8.   **New Plan Goal Objective**> This is a Tool Bar button that allows a user to add a new Plan Goal Objective to an existing Plan Goal.

9.   **Goal:** > This is a read-only field that auto populates the Goal Area and Annual Goal that the user is creating objectives for.

10.   **Sequence:** > This is a numerical field that allows for numbers ranging from 0 to 255. If a number greater than or character is entered, the user will receive a warning message that reads: 'Please enter a sequence number between 0 and 255.' This is to sequence the objectives in the order that they will print below the associated goal.

11.   **Objectives**> This is an unlimited character text area.

12.   **Add Plan Goal Objective**> This button allows a user to add a new Plan Goal Objective. Users may add multiple objectives.

Reporting Progress
UI:

Reporting Progress	
☐	Concurrent with the issuance of Report Cards
☐	Other, specify

Print:

Reporting Progress	
☒	Concurrent with the issuance of Report Cards
☐	Other, specify

1.   **Reporting Progress**> This is a single-select check box editor with two check boxes to choose from:
- Concurrent with the issuance of Report Cards
- Other, specify

If 'Other,specify' is checked, text in the unlimited text area is required and if left blank prior to save a warning message populates that reads: 'Please specify other reporting.'.

Supp. Aids and Services

UI:

Print:

Supplementary Aids and Services
Statement of Supplementary Aids and Services, to be provided to the child or on behalf of the child.

1. **Supplementary Aids and Services**> This is an unlimited character text area with a template bank that has the following hard-coded values:

Academics: Reading Comprehension(39)

Advance organizers
Braille
Braille N' Speak
Colored overlays for reading/glare reduction (specify color)
Complex information divided into chunks or sections
Copy of notes written on the board
Demonstration of steps and procedures
Electronic/digitized materials
Frequent rest breaks to reduce eye fatigue and strain
Hands-on activities, visual aids, pictures, or diagrams to provide alternate ways of learning abstract concepts or complex information.
Highlighted study guides
Highlighting
Large print materials/textbooks (specified font size)
Limit visual clutter/stimuli
List of important vocabulary with definitions
Magnifier
Manipulatives (i.e., story strips, etc.)
Monocular/Binocular
Note-taking guides
Oral/visual presentation of materials above independent reading level
Other:
Paraphrasing
Reader
Reading stand
Recorded books with appropriate pacing
Recorded materials
Refreshable Braille
Regular text along with large print texts for colored illustrations and maps
Screen enlargement software
Slant board/stand
Standard text to accompany large print text for colored illustrations/maps
Sticky notes or highlighter to mark key points in the textbook or manual
Study guide to follow for independent reading
Study guides
Tactical graphics
Talking books
Type N' Speak
Use of black marker ONLY on dry erase board
Visual prompts

Academics: Written Language(37)

Access to technology (i.e., computer, software, tape recorder, voice-to-text software)
Advance organizers
Alternate demonstrations of knowledge and skills
Assistive technology
Bold line, raised line, Braille paper
Color coded direction words
Copies of overheads (notes, directions, organizers, etc.)
Cue cards (i.e., definitions, examples, story starters, picture prompts, etc.)
Editing checklists
Error monitoring, self-monitoring
Graphic organizers
Highlighting
Journals, logs, notebooks
Limit visual clutter/stimuli
Manipulatives (i.e., sentence strips, word cards, personal and classroom word banks, etc.)
Mnemonic strategies
Modified tests and assignments
Other:
Paraphrasing
Pencil grips
Preferential seating
Production of written pieces
Raised line paper
Retaking of tests
Rubrics/scoring guides to guide
Scribe (specify how and when a scribe will be used)
Scribe for obscan sheets
Signature guide
Slant board/stand
Slate N Stylus
Specialized writing materials (Braillewriter, portable note taking device, signature/letter guide, typoscope, computer with screen reader/magnification software)
Specialized writing utensils (20/20 pens, #1 Lead pencil, bold marker, slate/stylus, etc.)
Student paraphrasing of directions
Tape recorder to talk into and write from
Use of high contrasting marker on dry-erase board
Webs, diagrams, or charts and outlines to plan and respond to open-ended or essay questions
Write on the test itself instead of an answer sheet

Communication: Articulation/Phonology(17)

Color coded key words
Computer support
Correct speech samples
Extended response time
Kinesthetic cues
Modeling of correct speech patterns when student makes incorrect speech patterns
Oral prompts
Other:
Preferential seating
Step-by-step directions
Tactile cues
Tape recorder
Time delay
Use of FM system
Verbal cues for correct speech sounds
Visual cues
Vocabulary cue cards

Communication: Fluency(6)

Extended response time
Individual instead of group presentations
Opportunity to speak first in oral group situations
Other:
Relaxation strategies
Self-monitoring

Communication: Language/Oral Expression(18)

Allow written tests
Alternate means for demonstrating learning in place of oral reports (i.e., displays, projects, written, etc.)
Cue cards
Directions in multiple forms (i.e., restate, rephrase, oral directions)
Extended response time
Oral reading on volunteer basis
Other:
Preferential seating
Questioning techniques
Recorded materials
Rehearsal, use of scripts
Structured outline or graphic organizer to plan written assignments or presentations
Thesaurus to find words to write or say
Use demonstrations or video-recorded responses for classroom assignments
Verbal prompts
Video self-modeling
Visual prompts
Word prediction software

Communication: Listening Comprehension(16)
Advanced organizer
Alternative note-taking
Digitized recorder
Digitized/electronic formatted materials
Extended processing time
Extended time
Focus, concrete statements
Frequent comprehension checks
Highlighting key words
Listening guides
Other:
Paraphrasing, re-phrasing, and summarizing
Preferential seating
Previewing questions
Repeated directions
Visual prompts

Communication: Non Verbal(15)
American Sign Language
Augmentative communication devices
Communication boards/books/cards
Communication systems
Dynamic screens
Educational interpreter
Establishing and maintaining eye contact
Hand under hand vs. hand over hand physical guidance/exploration
High technology communication devices
Other:
Picture based communication
Scan accessible
Switch accessible
Switch activated devices
Visual, written, tactual, verbal, physical, picture prompts and cues

Communication: Pragmatics(7)
Environmental prompts (i.e., personal space awareness)
Monitoring and quick feedback
Opportunities for turn-taking, initiating/terminating conversation, commenting, and asking questions
Other:
Peer buddy/monitor
Role playing
Sensory issues addressed

Communication: Receptive Language(18)
Calendar/routine system
Concrete to abstract representations
Gestures and visual cues
Gradually building complexity of task
Object to picture schedule
Other:
Paraphrasing and rephrasing
Picture cues
Picture schedule
Preferential seating
Repetition of directions
Self-cueing strategies
Sentence strips
Simple directions
Tactual cues
Tape recorder
Teacher wait time
Visual prompts

Communication: Voice(5)
Calming strategies cues
Other:
Self-monitoring checklists
Signal system for recognizing abusive vocal patterns
Variety of questioning techniques

Functional Skills: Attendence(7)
Alternate dismissal
Contracts
Escort to class
Interest inventory to identify motivators
Other:
Pictorial/tactual representation of task
Proximity to classroom

Functional Skills: Decision Making(16)
Assistive technology
Lists of competencies for each instructional goal that students can check off
Mnemonic strategies
Other
Physical prompts and cues
Picture/tactual cues
Self-assessment: Did I answer the questions I knew first?
Self-assessment: Did I correct mistakes?
Self-assessment: Did I have to guess?
Self-assessment: Did I make use of clues in the test?
Self-assessment: Did I study the right things?
Self-assessment: Did I survey the test and plan my response?
Self-assessment: Did I use the time allowed effectively?
Study guides and review of the knowledge and skills to be tested
Verbal prompts and cues
Visual prompts and cues

Functional Skills: Following A Schedule(16)
Additional time for assignments and assessments
Assignments given ahead of time so the student can get started
Calendar/routine system
Checklists
Color/tactual coding
Flexible scheduling practices
Highlighting
Map (i.e., school, classroom, community, etc.)
Mental mapping/routes
Object schedules
Other:
Physical/verbal cues
Picture/tactual agenda
Picture/tactual schedule
Repeated practice
Use of timer

] Functional Skills: Following Directions(19)

- Advance organizers
- Agenda or outline of the assignments for each day
- Alternate modes for directions including pictures, photos, etc.
- Assistance from peer
- Clarification of directions (paraphrase, summarize)
- Contracts
- Cueing System with visual description of expected behaviors or the criteria
- Description of critical features when watching a demonstration
- Directions that are repeated or simplified
- Endless loop tape
- Increased wait time
- Oral directions combined with pictures, words, or diagrams
- Oral presentation of materials
- Other:
- Paraphrasing
- Step-by-step instructions outlined in writing or shown in picture sequences
- Time delay
- Verbal prompts and cues
- Visual supports

] Functional Skills: Organization(12)

- Assignment notebook
- Calendar
- Color/tactual coding
- Dividers and organizers
- Dual set of materials for school and home
- Duplicates
- Extended time
- Other:
- Peer tutor/buddy
- Shortened assignment
- Step by step instructions
- Work systems

Functional Skills: Physical Functioning(36)

- Access to computer to prepare written assignments
- Adapted playing area (smaller, obstacles removed, etc.)
- Adaptive devices - pencil grips or special pen or pencil holders, erasable pens, or special paper with raised or color-coded line indicators
- Alternate activities
- Assistive technology
- Computer to write answers to the test items
- Decreased level of difficulty
- Dictate, tape record, or sign answers on a test
- Extended time
- Extra practice of skills
- Frequent rest periods
- Graph paper for writing to help align the numbers in computation problems or organize information
- Human guide
- Increased space allowed for test answers
- Larger/auditory goal/target
- Larger/lighter bat, racquet, etc.
- Lower goal/target
- Modified equipment (auditory/tactual/visual cues)
- Modified rules
- Modified tests, activities, and assignments
- One-on-one instruction
- Other
- Partial participation
- Peer tutor
- Self-instruction
- Self-monitoring
- Self-talk
- Shortened time
- Shorter distances
- Slower activity pace
- Small group instruction
- Student dictates thoughts, ideas
- Two copies of a worksheet or test - one to work on as a draft and one to use as a final copy
- Well-defined boundaries (clearly marked in contrasting colors, tactual, etc.)
- White Cane
- Worksheets and tests with ample space for writing answers

Functional Skills: Rate/Speed of Work(23)

- Additional time to complete tests (scheduled)
- Administration of the test individually or in a small group
- Assistive technology
- Audio stimulation to support rhythmic pace (music)
- Breaks during the testing period
- Calculator to recheck or complete computations
- Checklists
- Enclosed study carrel to take the test.
- Extended time
- Extra examples for practice
- Fewer questions that measure all required content and skills
- Increased level of lighting
- Open book tests unless memorization of content is required
- Other:
- Pictorial representation of task
- Preferential seating (specify where)
- Reduced level of lighting
- Repeated practice
- Schedule
- Test separated into sections and taken over a scheduled period of time
- Use of timer
- Use of white noise or headphones to reduce auditory distractions
- Work systems

] Functional Skills: Self-Evaluation(8)

- Checklists
- Other:
- Peer editing
- Picture cues
- Progress graphs
- Rubrics and scoring guides
- Self-monitoring
- Work systems

Functional Skills: Social Competence(17)
Contracts
Daily/weekly home contact
Frequent breaks
Frequent, positive feedback and specific praise
Opportunities for movement
Other
Peer tutor/buddy
Proximity control
Reinforcement menu
Repeated practice of learned skills in authentic, non-pervasive environments/situations
Sequential directions
Short, concise directions
Signal, inference cues
Structured transitions
Student repeats directions
Student-created reinforcement menu
Timer

Functional Skills: Task Completion/Behavior(35)
Active involvement with the content through discussion, small group interaction, or problem solving activities
Adult or peer to seek assistance when the teacher is unavailable
Assistive Technology
Behavior contract
Copies of notes taken by peer
Cue cards (i.e., definitions, examples, models, flow chart)
Dual set of materials for school and home
Environmental adaptations
Extended time
Graphic organizers
Important ideas written on the board or overhead transparencies with different colors for emphasis or coding
Information broken down into steps or key components
Mentors
Modified tests and assignments (example chunking)
Oral presentation of materials
Other
Paraphrasing
Peer tutor
Personal copy of rules and expectations
Positive reinforcement for following class rules
Preview assignment
Quiet place to complete independent work
Recorded class lectures and discussion
Redirection and corrective feedback
Repetition and summarization of important points, particularly at the conclusion of the lecture or discussion
Rubrics and scoring guides
Seat away from distractions such as windows, air vents, doors, resource areas, and other individuals who may disrupt the student
Specific role and responsibility when working in a group
Structured opportunities to get up and move
Structured organizers for note taking, such as a copy of overheads, outline of lecture, or graphic organizers
Tasks that can be completed in short periods of time
Time to meet with the instructor after class for clarification.
Use of timer
Work systems
Written prompts or directions

Functional Skills: Working Independently(16)
Access to learning resources and instructional materials outside of class
Assignments and tasks given in segments
Assignments divided into parts with corresponding due dates
Digital recorder
Digitized/electronic formatted materials
Faded prompts
Highlighting key words
Individual responsibility checklist with checkpoints along the way
Listening guides
Other
Positive/corrective feedback
Redirection (verbal, non-verbal, physical, visual, etc.)
Reward system to motivate assignment completion - let the student engage in an activity of choice following the completion of a required assignment
Shortened assignments
Study carrel
Work systems

Accommodations of State/Classroom Assessments
UI:

Print:

1. **ARC determined no accommodations needed** > This is a check box and if checked, no other check boxes from the bottom section are required and if user attempts to check this box and a check box in the second section a warning message populates that reads: 'The 'ARC determined no accommodations needed' checkbox is marked-no additional data is needed in this editor.'

2. **In order to justify appropriateness of accommodations for any state mandated tests…** > This second section of check boxes allows a user to select one or more of the following check boxes if they have not checked 'ARC determined no accommodations needed'. The following check boxes are available:
   - Readers, Scribes, Paraphrasing, Calculator, Reinforcement and behavior modification strategies, Use of Technology, Manipulatives Braille, Interpreters.
   - Extended time: Time and a Half and Double time>This check box has a validation that if checked user must select 'Time and a Half' or 'Double Time' if user attempts to save without indicating one of the checkboxes a warning message populates that reads: 'Please specify Extended Time'.
   - Other, specify: > This check box, if checked, requires the user to enter text in the unlimited text area. If checked and user does not enter text a warning message populates that reads: 'Please specify other accommodation.'

Alternate Assessment Participation Guidelines
UI:

Alternate Assessment Participation Guidelines

☑ **Student has been determined eligible for participation in the Alternate Assessment Program. Complete the Alternate Assessment Participation Guidelines** section if selecting this check box.

If determined eligible for the Alternate Assessment the ARC must also determine if the student is Dimension A or Dimension B

☐ Dimension A
☐ Dimension B

Indicate all available accommodations to be used as part of the student's daily learning strategies:

[Select Values]

The Admissions and Release Committee has _determined and verified_ that the student meets _all_ of the following criteria:

1. Student's Individual Program is current [▼]

2. Has the student's current level of communication been determined through observations and evaluations? [▼]

Performance Dimension A: Attainment

☐ Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate and respond to questions, describe things or events, and express refusal.

☐ Student uses intentional communication, but not at a symbolic language level. Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc. to clearly express a variety of intentions.

Performance Dimension B: Progress

☐ Student communicates primarily through cries, facial expressions, change in muscle tone but no clear use of objects/textures, regularized gestures, pictures, signs, etc. to communicate.

☐ Student alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions. Or the student's response to sensory stimuli (e.g. sound/voice, sight/gesture, touch, movement, smell) is unclear.

3. Current and longitudinal data across settings in all academic areas include progress in monitoring (IEP data and progress in general education curriculum) AND adaptive behavior(s) have been reviewed and documents the ARC decision. [▼]

Indicate data sources and dates below:

Current Data [▼]   School Year: [_____]

Longitudinal Data (across time and settings) [▼]

School Year(s): [_____]

LOCATION OF DOCUMENTATION TO SUPPORT ADMISSIONS AND RELEASE COMMITTEE DECISION (Indicate all that apply)

[Select Values]

Comments (Optional):

[_____]

4. Demonstrates cognitive ability and adaptive behavior which prevent completion of the Kentucky Core Academic Standards without modifications that exceed the accommodations allowed in the general assessments as described in the _Inclusions Document_ and set forth in 703 KAR 5:070. [▼]

LOCATION OF DOCUMENTATION TO SUPPORT ADMISSIONS AND RELEASE COMMITTEE DECISION (Indicate all that apply)

[Select Values]

Comments (Optional):

[_____]

5. The student's inability to complete the Kentucky Core Academic Standards is not the result of excessive or extended absences, or primarily the result of visual or auditory disabilities, emotional, behavioral disabilities, specific learning disabilities, communication disorder, or social, cultural, and economic differences and those identified as English Language Learners (ELL). [▼]

LOCATION OF DOCUMENTATION TO SUPPORT ADMISSIONS AND RELEASE COMMITTEE DECISION (Indicate all that apply)

[Select Values]

Comments (Optional):

[_____]

6. Current adaptive behavior requires extensive, individualized direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access the Kentucky Core Academic Standards. [▼]

LOCATION OF DOCUMENTATION TO SUPPORT ADMISSIONS AND RELEASE COMMITTEE DECISION (Indicate all that apply)

[Select Values]

Comments (Optional):

[_____]

7. At this time the Admissions and Release Committee members agree that the student meets the participation guidelines for Kentucky's Alternate Assessment. All data sources referenced can be verified with supporting documentation. Eligibility is determined on an annual basis and must occur in order to determine future participation in Alternate Assessment. [▼]

8. The Admissions and Release Committee has explained the difference between an *Alternative High School Diploma* and a *High School Diploma.* ▼

9. The parent was provided a copy of the *Alternate Assessment Parent Guide* with an opportunity to ask questions. If yes, indicate below when the guide was provided to the parents. ▼
   ☐ Prior to ARC
   ☐ During the ARC
   ☐ Other: _____
   Date Guide Provided to Parents: _____

10. I understand that my child will be participating in the Kentucky Alternate Assessment and the participation guidelines will be reviewed on an annual basis. ▼

11. Prior to being considered for placement into Performance Dimension B: Progress, an Admissions and Release Committee must convene to develop a communication plan as part of the student's Individual Education Program. Documentation of this decision is required on the IEP. ▼
    Comments (Optional): _____

12. Indicate the appropriate grade level the student will be assigned to for this school year: **Grade:** _____

ADDITIONAL COMMENTS HERE:

Print:

Alternate Assessment Participation Guidelines

☒ **Student has been determined eligible for participation in the Alternate Assessment Program.** Complete the **Alternate Assessment Participation Guidelines** if selecting this checkbox. If determined eligible for the Alternate Assessment the ARC must also determine if the student is Dimension A or Dimension B.

  ☒ Dimension A
  ☐ Dimension B

☐ Reader (Scripted Assessment)	☐ Scribe	☐ Paraphrasing	☐ Manipulatives
☐ Reinforcement and Behavior Modification Strategies	☐ Assistive Technology	☐ Calculator	☐ Interpreter
☐ Other (Specify):			

The Admissions and Release Committee has determined and verified that the student meets all of the following criteria:

☐ Y	☐ N	1.	Student's Individual Program is current.
☐ Y	☐ N	2.	Has the student's current level of communication been determined through observations and evaluations?
Performance Dimension A:		☐	Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate and respond to questions, describe things or events, and express refusal.
Attainment		☐	Student uses intentional communication, but not at a symbolic language level. Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc. to clearly express a variety of intentions.
Performance Dimension B:		☐	Student communicates primarily through cries, facial expressions, change in muscle tone but no clear use of objects/textures, regularized gestures, pictures, signs, etc. to communicate.
Progress		☐	Student alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions. Or the student's response to sensory stimuli (e.g. sound/voice, sight/gesture, touch, movement, smell) is unclear.
☐ Y	☐ N	3.	Current and longitudinal data across settings in all academic areas include progress in monitoring (IEP data and progress in general education curriculum) AND adaptive behavior(s) have been reviewed and documents the ARC decision.

Indicate data sources and dates below:

☐ Y	☐ N	Current Data	School Year:
☐ Y	☐ N	Longitudinal Data (across time and settings)	School Year(s):

LOCATION OF DOCUMENTATION TO SUPPORT ADMISSIONS AND RELEASE COMMITTEE DECISION (Check all that apply)

☐ Individual Education Program	☐ Due Process Folder	☐ Classroom Observation	☐ Diagnostic Assessment
☐ Informal Assessment	☐ Evidence of Interventions (academic and behavioral)	☐ Student Work Folder (general core curriculum)	
☐ Other (Specify):			

Comments (Optional):

☐ Y	☐ N	Demonstrates cognitive ability and adaptive behavior which prevent completion of the Kentucky Core Academic Standards without modifications that exceed the accommodations allowed in the general assessments as described in the *Inclusion Document* and set forth in 703 KAR 5:070.

LOCATION OF DOCUMENTATION TO SUPPORT ADMISSIONS AND RELEASE COMMITTEE DECISION (Check all that apply)

☐ Individual Education Program	☐ Due Process Folder	☐ Classroom Observation	☐ Diagnostic Assessment
☐ Informal Assessment	☐ Evidence of Interventions (academic and behavioral)	☐ Student Work Folder (general core curriculum)	
☐ Other (Specify):			

Comments (Optional):

☐ Y	☐ N	The student's inability to complete the Kentucky Core Academic Standards is not the result of excessive or extended absences, or primarily the result of visual or auditory disabilities, emotional, behavioral disabilities, specific learning disabilities, communication disorder, or social, cultural, and economic differences and those identified as English Language Learners (ELL).

Alternate Assessment Participation Guidelines

LOCATION OF DOCUMENTATION TO SUPPORT ADMISSIONS AND RELEASE COMMITTEE DECISION (Check all that apply)

| ☐ Individual Education Program | ☐ Due Process Folder | ☐ Classroom Observation | ☐ Diagnostic Assessment |
| ☐ Informal Assessment | ☐ Evidence of Interventions (academic and behavioral) | ☐ Student Work Folder (general core curriculum) | |

☐ Other (Specify):

Comments (Optional):

| ☐ Y | ☐ N | Current adaptive behavior requires extensive, individualized direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access the Kentucky Core Academic Standards. |

LOCATION OF DOCUMENTATION TO SUPPORT ADMISSIONS AND RELEASE COMMITTEE DECISION (Check all that apply)

| ☐ Individual Education Program | ☐ Due Process Folder | ☐ Classroom Observation | ☐ Diagnostic Assessment |
| ☐ Informal Assessment | ☐ Evidence of Interventions (academic and behavioral) | ☐ Student Work Folder (general core curriculum) | |

☐ Other (Specify):

Comments (Optional):

☐ Y	☐ N	At this time the Admissions and Release Committee members agree that the student meets the participation guidelines for Kentucky's Alternate Assessment. All data sources referenced can be verified with supporting documentation. Eligibility is determined on an annual basis and *must* occur in order to determine future participation in Alternate Assessment. Should the Admissions and Release Committee determine the student continues to meet Alternate Assessment Participation Guidelines during high school, the student will be considered to be on a non-diploma track. This means the student would not be able to earn a high school diploma and would therefore receive an *Alternative High School Diploma* as stated in 704 KAR 3:305. An *Alternative High School Diploma* is *not* a traditional high school diploma.
☐ Y	☐ N	The Admissions and Release Committee has explained the difference between an *Alternative High School Diploma* and a *High School Diploma*.
☐ Y	☐ N	The parent was provided a copy of the *Alternate Assessment Parent Guide* with an opportunity to ask questions. If yes, indicate below when the guide was provided to the parents.

| ☐ Prior to ARC | ☐ During the ARC | ☐ Other: | Date Guide Provided to Parents: |

| ☐ Y | ☐ N | I understand that my child will be participating in the Kentucky Alternate Assessment and the participation guidelines will be reviewed on an annual basis. |
| ☐ Y | ☐ N | Prior to being considered for placement into Performance Dimension B: Progress, an Admissions and Release Committee must convene to develop a communication plan as part of the student's Individual Education Program. Documentation of this decision is required on the IEP. |

Comments (Optional):

If the student meets Participation Guidelines for the Kentucky Alternate Assessment, refer to the chart below to determine appropriate grade placement.

If by October 1 of the current school year the student is no older than:	The student grade assignment will be:
8-10 years old	3
9-11 years old	4
10-12 years old	5
11-13 years old	6
12-14 years old	7
13-15 years old	8
14-16 years old	9
15-17 years old	10
16-18 years old	11
17-19 years old	12

1. **Student has been determined eligible for participation in the Alternate Assessment Program**> This is a toggle check box. When checked, the remaining editor fields populate.

2. **If determined eligible for the Alternate Assessment the ARC must also determine if the student is Dimension A or Dimension B** > This is a single-select check box with the values 'Dimension A' and 'Dimension B'. User must select one to save the editor or a warning message will populate that reads: 'Please select Dimension A or Dimension B'. *The 'KY Summary Report' pulls this information from these check boxes when completed.

3. **Indicate all available accommodations to be used as part of the student's daily learning strategies :**> This is a multi-select field with the following values:
   - Reader (Scripted Assessment)
   - Scribe
   - Paraphrasing
   - Manipulatives
   - Reinforcement and Behavior Modification Strategies
   - Assistive Technology
   - Calculator
   - Interpreter
   - Other (Specify) : > This value when selected requires the user to enter text in the unlimited text area. If checked and no text is entered a warning message will populate that reads 'Other (Specify)' text is required.'.

4. **1. Student's Individual Program is current** > This is a single-select drop-list with 'Yes' and 'No' values.

5. **2. Has the student's current level of communication been determined through observations and evaluations?** > This is a single-select drop-list with 'Yes' and 'No' values and four check boxes which none or all of them may be checked.
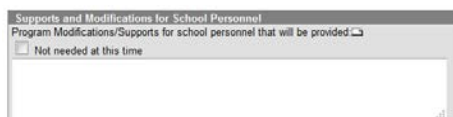
6. **3. Current and longitudinal data across settings in all academic areas include progress monitoring…**> This is a single-select drop-list with 'Yes' and 'No' values. This section also includes the following fields:
   - Current Data> This is a single-select drop-list with 'Yes' and 'No' values.
   - School Year :> This is a 50 character limit text field.
   - Longitudinal Data (across time and settings)> This is a 50 character limit text field.
   - LOCATION OF DOCUMENTATION TO SUPPORT ADMISSIONS AND RELEASE COMMITTEE DECISION (Indicate all that apply) >This is a multi-select field with the following values:
     - Individual Education Program
     - Due Process Folder
     - Classroom Observation
     - Diagnostic Assessment
     - Informal Assessment
     - Evidence of Interventions (academic and behavioral)
     - Student Work Folder (general core curriculum)
     - Other (Specify) >This value has an unlimited character text area if selected user must enter text or a warning message will populate that reads: 'Other (Specify)' text is required.'
   - Comments (Optional):> This is an unlimited character text area.

7. **4. Demonstrates cognitive ability and adaptive behavior which prevent completion of the Kentucky Core Academic Standards…** > This is a single-select drop-list with 'Yes' and 'No' values. This section also includes the following fields:
   - LOCATION OF DOCUMENTATION TO SUPPORT ADMISSIONS AND RELEASE COMMITTEE DECISION (Indicate all that apply) >This is a multi-select field with the following values:
     - Individual Education Program
     - Due Process Folder
     - Classroom Observation
     - Diagnostic Assessment
     - Informal Assessment
     - Evidence of Interventions (academic and behavioral)
     - Student Work Folder (general core curriculum)
     - Other (Specify) >This value has an unlimited character text area if selected user must enter text or a warning message will populate that reads: 'Other (Specify)' text is required.'
   - Comments (Optional):> This is an unlimited character text area.

8. **5. The student's inability to complete the Kentucky Core Academic Standards is not the result of excessive or extended absences…** > This is a single-select drop-list with 'Yes' and 'No' values. This section also includes the following fields:
   - LOCATION OF DOCUMENTATION TO SUPPORT ADMISSIONS AND RELEASE COMMITTEE DECISION (Indicate all that apply) >This is a multi-select field with the following values:
     - Individual Education Program
     - Due Process Folder
     - Classroom Observation
     - Diagnostic Assessment
     - Informal Assessment
     - Evidence of Interventions (academic and behavioral)
     - Student Work Folder (general core curriculum)

- Other (Specify) >This value has an unlimited character text area if selected user must enter text or a warning message will populate that reads: 'Other (Specify)' text is required.'
  - Comments (Optional):> This is an unlimited character text area.

9. **6. Current adaptive behavior requires extensive, individualized direct instruction across multiple settings…** > This is a single-select drop-list with 'Yes' and 'No' values. This section also includes the following fields:
   - LOCATION OF DOCUMENTATION TO SUPPORT ADMISSIONS AND RELEASE COMMITTEE DECISION (Indicate all that apply) >This is a multi-select field with the following values:
     - Individual Education Program
     - Due Process Folder
     - Classroom Observation
     - Diagnostic Assessment
     - Informal Assessment
     - Evidence of Interventions (academic and behavioral)
     - Student Work Folder (general core curriculum)
     - Other (Specify) >This value has an unlimited character text area if selected user must enter text or a warning message will populate that reads: 'Other (Specify)' text is required.'
   - Comments (Optional):> This is an unlimited character text area.

10. **7. At this time the Admissions and Release Committee members agree that the student meets the participation guidelines for Kentucky's Alternate Assessment….** > This is a single-select drop-list with 'Yes' and 'No' values.

11. **8. The Admissions and Release Committee has explained the difference between Alternative High School Diploma and a High School Diploma.** > This is a single-select drop-list with 'Yes' and 'No' values.

12. **9. The parent was provided a copy of the Alternate Assessment Parent Guide with an opportunity to ask questions. If yes, indicate below when the guide was provided to the parents.** > This is a single-select drop-list with 'Yes' and 'No' values. This section also includes the following:
    - Prior to ARC > check box
    - During the ARC > check box
    - Other: > check box with a 50 character limit text field
    - Date Guide Provided to Parents: > Calendar field with MM/DD/YYYY format.

13. **10. I understand that my child will be participating in the Kentucky Alternate Assessment and the participation guidelines will be reviewed on an annual basis.** > This is a single-select drop-list with 'Yes' and 'No' values.

14. **11. Prior to being considered for placement into Performance Dimension B: … >**This is a single-select drop-list with 'Yes' and 'No' values. There is also a 'Comments (Optional):' unlimited character text area.

15. **12. Indicate the appropriate grade level the student will be assigned to for this school year: Grade:>** This is a five character limit text field.

16. **ADDITIONAL COMMENTS HERE:** > This is an unlimited character text area.
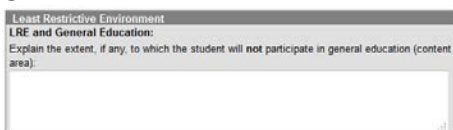
Supports and Modifications
UI:

Supports and Modifications for School Personnel
Program Modifications/Supports for school personnel that will be provided:
☐ Not needed at this time

Print:

Program Modifications/Supports for school personnel that will be provided
Supports for school personnel:
☐   Not needed at this time

1. **Program Modifications/Supports for school personnel that will be provided:** > This editor has a check box that reads 'Not needed at this time' along with an unlimited character text area and a template bank with the following option:

☐ Supports for Staff(1)
Support for Staff

Least Restrictive Environment
UI:

Least Restrictive Environment
LRE and General Education:
Explain the extent, if any, to which the student will **not** participate in general education (content area):

Print:

Least Restrictive Environment (LRE) and General Education
Explain the extent, if any, to which the student will **not** participate in general education (content area):

1. **LRE and General Education:** > This is an unlimited character text area.

Special Ed Services
UI:

Print:

	Special Education Services						
	Anticipated Frequency and Duration of Service						
Type of Service	**Service Minutes** (Per Service Frequency)	**Service Frequency** (Number of times provided per Service Period)	**Service Period** (Daily, Weekly, Monthly, Annually)	**Start Date**	**End Date**	**Service Provider** (by Position)	**Location** (e.g., Regular Classroom, Resource Room, Separate Class)
Special Education	1.0 minutes	2.0 times per	year	06/13/2016	06/12/2017		

1. **Special Ed Service Provided List**> This is a list editor that displays the Service Provided, Time, Start Date and End Date of each service that is saved.

2. ***Service** > This is a red required single-select drop-list with only the value 'Special Education'. This drop-list is editable in System Administration>Special Ed>Services.
    *It is advised that users not add or delete values for this field as they will not sync to state and could affect historical documents.

3. **Service Provider** > This is a single-select drop-list. This drop-list is editable in System Administration>Special Ed>Service Providers. The available list of providers are those providers that have been identified 'Special Ed' within Census>District Assignments>Employment Assignment Information. This list can further be scoped by 'District' or 'School'. This option is available in System Admin>Special Ed>Preferences>Use Scope for SPED Staff/Advisors/Service Providers/Evaluators. If 'Yes' is selected then only those Service Providers for that school will populate, if 'No' then all 'Special Ed' designated staff will populate in the drop-list. This field does not print.

4. **Service Position**> This is a single-select drop-list. This drop-list is editable in System Administration>Special Ed>Service Positions. The KDE has provided the current approved positions found in the list.
    *It is advised that users not add or delete values for this field as they will not sync to state and could affect historical documents.
    This field prints in the 'Service Provider (by Position)' column.

5. **Location:** > This is a 50 character text field.

6. ***Start Date** > This is a red required calendar date field in MM/DD/YYYY format. This auto populates as the same date as the IEP 'Start Date' and it is editable. If user attempts to save without completing this field, a warning message populates that reads: 'Start Date is required'

7.   ***End Date** > This is a red required calendar date field in MM/DD/YYYY format. This auto populates one year minus one day from the 'Start Date' and it is editable. If user attempts to save without completing this field, a warning message populates that reads: 'End Date is required'

8.   ***Minutes per Service Frequency** >This is a red required 1-4 numerical character(s) field. If user attempts to save prior to completing this field a warning message populates that reads: 'Only whole numbers are allowed for this field. Your entry is required.'

9.   ***Service Frequency** > This is a red required 1-4 numerical character(s) field. If user attempts to save prior to completing this field a warning message populates that reads: 'Only whole numbers are allowed for this field. Your entry is required.'

10.   ***Service Period** > This is a red required single-select drop-list with the following hard-coded values:
- year
- month
- week
- day

If user attempts to save the editor without selecting a value a warning message populates that reads: 'serviceFreqPeriod is required'

11.   **New Service Provided**> This tool bar button allows users to add multiple services.

Related Services
UI:

Print:

Related Services							
	Anticipated Frequency and Duration of Service						
Type of Service	**Service Minutes** (Per Service Frequency)	**Service Frequency** (Number of times provided per Service Period)	**Service Period** (Daily, Weekly, Monthly, Annually)	**Start Date**	**End Date**	**Service Provider** (by Position)	**Location** (e.g., Regular Classroom, Resource Room, Separate Class)
Interpreter Services	1.0 minutes	2.0 times per	year	06/13/2016	06/12/2017		

1.   **Service Provided List**> This is a list editor that displays the Service Provided, Time, Start Date and End Date of each service that is saved.

2. ***Service** > This is a red required single-select drop-list with the following hard-coded values:

    This drop-list is editable in System Administration>Special Ed>Services.
    *It is advised that users not add or delete values for this field as they will not sync to state and could affect historical documents. It could also affect several canned and customized reports.

3. **Service Provider** > This is a single-select drop-list. This drop-list is editable in System Administration>Special Ed>Service Providers. The available list of providers are those providers that have been identified 'Special Ed' within Census>District Assignments>Employment Assignment Information. This list can further be scoped by 'District' or 'School'. This option is available in System Admin>Special Ed>Preferences>Use Scope for SPED Staff/Advisors/Service Providers/Evaluators. If 'Yes' is selected then only those Service Providers for that school will populate, if 'No' then all 'Special Ed' designated staff will populate in the drop-list. This field does not print.

4. **Service Position**> This is a single-select drop-list. This drop-list is editable in System Administration>Special Ed>Service Positions. The KDE has provided the current approved positions found in the list.
    *It is advised that users not add or delete values for this field as they will not sync to state and could affect historical documents.
    This field prints in the 'Service Provider (by Position)' column.

5. **Location:** > This is a 50 character text field.

6. ***Start Date** > This is a red required calendar date field in MM/DD/YYYY format. This auto populates as the same date as the IEP 'Start Date' and it is editable. If user attempts to save without completing this field, a warning message populates that reads: 'Start Date is required'

7. ***End Date** > This is a red required calendar date field in MM/DD/YYYY format. This auto populates one year minus one day from the 'Start Date' and it is editable. If user attempts to save without completing this field, a warning message populates that reads: 'End Date is required'

8. ***Minutes per Service Frequency** >This is a red required 1-4 numerical character(s) field. If user attempts to save prior to completing this field a warning message populates that reads: 'Only whole numbers are allowed for this field. Your entry is required.'

9. ***Service Frequency** > This is a red required 1-4 numerical character(s) field. If user attempts to save prior to completing this field a warning message populates that reads: 'Only whole numbers are allowed for this field. Your entry is required.'

10. ***Service Period** > This is a red required single-select drop-list with the following hard-coded values:
    - year
    - month
    - week
    - day

11. **New Service Provided**> This tool bar button allows users to add multiple services.

Extended School Year
UI:

Print:

1. **Are extended school year services required for this student?** > This section has three single-select check boxes 'Yes', 'No' and 'More Data Needed'.

2. **If the ARC determines ESY services are to be provided, describe the service and indicate to which annual goal or goals the service is related….** > This is an unlimited character text area with a template bank. The template bank can be edited in System Administration>Special Ed> Template Banks>Template Type>KY IEP: Extended School Year.